

FOLIO

THE UNIVERSITY OF ALBERTA STAFF BULLETIN

EDMONTON 7, ALBERTA

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Student participation on GFC

At the special meeting of General Faculties Council held on Wednesday, February 3, the single item on the agenda was the report of the Ad Hoc Committee on Increased Student Representation. A motion to accept the recommendation of the report (which was published in Folio, December 3, 1970) was put forward and after three-and-one-half hours discussion was passed by a vote of 42 in favor and 33 against. The statement by the chairman of the committee, MAX WYMAN, President of the University, follows. A summary of the discussion which followed the President's remarks, and a table illustrating the opinions of those who made written submissions to the Council prior to the meeting are included. Three of these submissions were printed in Folio, January 28, 1971.

Dr. Wyman's statement to the Council

The issue of student participation on General Faculties Council and the report of the committee set up to bring forward recommendations has generated, as it should, a great deal of discussion on our campus, and various organizations and individuals have taken the time and made the effort to present their views to General Faculties Council. Among the documents before you, two, the Majority and Minority Reports of the committee, should receive major attention because they voice the main arguments for and against student participation on the governing councils of universities. More important, both reports clearly enunciate fundamental principles, generally of a mutually exclusive nature, from which General Faculties Council must make a selection or modification in order to decide the issue before us today.

I shall discuss first the background of recent changes in the government of universities in Alberta; the assumption on which the Majority and Minority Reports are based; some other objections received; and then proceed to discuss the central issue of how much student representation is required.

BACKGROUND

The background to this issue can be stated briefly. With the proclamation of The Universities Act of 1966, changes took place in the governing structures of the universities in Alberta. In the first place, although the concept of a Board of Governors as an ultimate authority was retained, the wide powers of delegation of authority given to the Board,

and its actual use of these powers of delegation, resulted in the General Faculties Council becoming the major decision-making body within the University structure. In the second place, the reconstitution of the General Faculties Council to ensure a two-to-one ratio between elected members of the academic staff and administration officers reflected the philosophy of 1966, that the "academic staff" was the "University."

MAJORITY REPORT

However, in the opinion of the committee, the philosophy that the "academic staff" is the "University" is no longer generally acceptable, and certainly the present governing structure of the University does not approximate the ideas of students concerning a "democratic" university.

Although student representation on the General Faculties Council came into existence with the proclamation of The Universities Act of 1966, a membership of three students among a total membership of 79 must be considered as a token representation, and one without the authority or voting strength to influence the important decisions the General Faculties Council must make.

It is clear that the elected members of the academic staff hold a working majority of the membership in General Faculties Council, and, as mentioned before, this is in accord with the fundamental concept involved in the definition of a "democratic" university as of 1966. Since that time, the need to redefine this term has been generally conceded, and the

committee accordingly has placed before General Faculties Council for its consideration certain recommendations as to guiding principles, composition of membership, and election of members of a new General Faculties Council.

The committee in its deliberations made the following basic assumptions:

- (1) Students are a constituent part of the university and not mere clients of it.
- (2) Implicit in the committee's terms of reference is a desire on the part of the present GFC to give students more "meaningful" representation on GFC.
- (3) By more "meaningful" representation would be meant representation that made possible a wide coverage of student viewpoints and a greater voting weight.

MINORITY REPORT

On the other hand, the Minority Report states these as principles.

- (1) The onus of justifying change lies on those who propose it, and the more drastic the change, the greater is their burden.
- (2) Students whose academic performance is to be judged should not sit as voting members of the bodies responsible for determining the means and standards by which they are to be assessed.

It seems to me that the assumptions of the Majority Report are self-evident, but those of the Minority Report are not.

1. Resistance to change

First, the Minority Report states the principle:

"... the onus of justifying change lies on those who propose it, and (that) the more drastic the change, the heavier their burden. . . ."

In a simplistic form, the principle states that the antagonists to a proposal for change need only ask the question "Why?" The difficulty is, if this be so, the protagonists will surely answer "Why not?" Such a principle therefore invites confrontation, and ultimate decision by power, not by rational discussion and debate. Harsh things are being said about universities today, and these criticisms are coming from within and without the university system. If we adopt the attitude suggested by this principle with respect to the society that supports us, we shall, without doubt, suffer tragic consequences, and ultimately that society will go on to build other institutions more sympathetic to the needs of society. Therefore, the advocates of the status quo

surely must be prepared to tell us their reasons why the academic staff must and should have two-thirds of the seats in General Faculties Council. This principle of the Minority Report is a principle that displays arrogance, and is contrary to one of the basic purposes of a university; that is, to examine continually the orthodoxy of our time, including the orthodoxy of our own institution.

2. Conflict of interest

Second, under the title "Conflict of Interest," the Minority Report states a fundamental principle which I shall give in a slightly more general form.

People whose performance is to be judged, should not sit as voting members of bodies responsible for determining the means and standards by which they are assessed.

But I ask what are these academic issues that should be resolved by, and only by, the academic staff? Are they appointments and promotions as listed in the report? If so, and if in fact this is a valid principle, and we applied the Minority Report's "conflict of interest" principle to this situation, then we must surely change our whole policy structure for judging the performance of our academic staff. At this University, we have for years adopted the negative of this principle and have allowed the academic staff to determine the means and standards by which they are to be assessed. The result has been beneficial, not detrimental, to this University. This does not mean that individual members of staff evaluate themselves and set their individual salaries, and no one is suggesting either that individual students should evaluate their individual performance and assign their marks on an individual basis. These would both be, of course, true conflicts of interest.

However, if we include academic issues like curriculum, examinations, and teaching, then there will be real debate as to whether or not these are matters that should be resolved by, and only by, the academic staff of a particular faculty.

3. Pressure on faculty councils

A further objection is now raised. If one is to believe the Minority Report, then the real danger of the Majority Report lies in the pressure that will be generated to provide for student participation on faculty councils. The only justification for the fear expressed is the polemical statement: "Faculty councils consider academic issues that, it is submitted, should be resolved by academic staff."

Although it is not unreasonable to predict that changes in the composition of General Faculties Council will exert strong pressures for similar changes in the composition of faculty and school councils, it is unreasonable to assume that the preservation of the present composition of General Faculties Council will

prevent these strong pressures from coming into existence. Student participation on the Council of the Faculty of Arts of The University of Alberta was decided over a year ago. Pressure in articles for student participation on professional faculties is described in some of the professional journals of Canada. The pressure so feared by the Minority Report is in evidence today and will increase tomorrow. If, as the Minority Report says, this is the real implication and risk of the majority's proposal, then I cannot personally see anything to fear in the Majority's proposal. In this respect the Majority Report is a herald of change.

4. Dangers in change

The Minority Report further reminds General Faculties Council of its power, and parades a sequence of perverse and fanciful horrors the Council could inflict on the University if it so desired. Although obscure, the point seemingly being made is that General Faculties Council should be careful in the choice of people to whom membership might be given.

But this should be contrasted with the unequivocal statement in the Minority Report which reads as follows: "Nor is it demonstrable that their (the academic staff's) views generally diverge from those of students on matters of concern. . . ."

This statement makes it difficult for me to connect the obvious fear expressed throughout the Minority Report with the issue being discussed today. If I possessed a fear like this, I might believe that such powers should be given to no one, and that General Faculties Council should be abolished. I could not argue, however, against student participation when the views of students are not demonstrably different from those of the academic staff.

5. Alternative proposals

The Minority Report concludes with a joint statement issued in October 1968 by the English Committee of Vice-Chancellors and Principals and representatives of the National Union of Students on some areas of responsibility to which different arrangements for student representation might be appropriate. The report does not record that it took 44 years before the Committee of Vice-Chancellors would consent to meet with representatives of the National Union of Students, and much more important, the National Union of Students repudiated the concordant of 1968, and in April 1969 issued the following basis of representation: "(i) that on all governing bodies of colleges and universities there should normally be one-third student representation, with effective representation also of non-professional academic staff, and democratically elected representatives of national and local interest outside the colleges.

(ii) that as far as internal government is

concerned the institutions should be under the control of all who work in them, including students, academic and non-academic staff, with representation on principle that any decision-making body shall be composed, equally, of all interested sectors."

This is quite different from the closing paragraph of the Minority Report.

OTHER OBJECTIONS

There are other objections which have been raised in the matter of student representation. A great deal has been written recently, both pro and con, about student participation in the governing bodies of universities, but most of it is pure rhetoric or polemic with little or no evidence on the basis of which the validity of the statements could be tested. But there are two arguments, the transient nature of the student population and the immaturity of students, which occur over and over again in the literature.

1. Transient membership

Let me point out first in discussing the transience of student members, that the desirability of transience permeates our university today. Elected membership on General Faculties Council is for a period of three years. The concept of a limited term of five years for the president and other administrative officers has been accepted and has worked well. Let me also point out that of the 1,505 members of our present academic staff, only 271 were also members of our staff in 1962, just eight to nine years ago. In our period of most rapid expansion, the transient nature of our academic staff was the source of ideas that allowed us to build a university that has a chance to meet some of the problems of today and tomorrow, not a university whose only capacity is to solve the problems of yesterday. Although I admit we must have continuity to accomplish the goals of an institution, the inertia generated by a large and multi-bodied institution is, in my opinion, much more than a sufficient safeguard of the continuity of purpose of such an institution. In a society whose needs now change so quickly, we must take positive steps to provide for the mechanism of change, and transience certainly provides one source of ideas for change.

2. Immaturity of students

Second, in discussing the objection of immaturity of student members, it is possible my own history at this University makes me impatient with the argument. In 1951, at the age of 34, I was elected a Fellow of the Royal Society of Canada. Not until five years later, when I was promoted to full professor, was I deemed mature enough to take a seat on General Faculties Council. This meant that years before I was deemed mature enough to

take part in the decision-making of my own university, I was a member of provincial, national, and international decision-making bodies. Maturity, I am afraid, is like beauty, and rests entirely in the eyes of the beholder.

To make a more general point, please observe that we freely acknowledge and often applaud the competence of students in building some buildings, providing some services, and governing some things. But how the maturity argument allows us to draw sharp lines and say that this competence vanishes for other buildings, other services, and other matters of government is beyond me. From all to nothing is just too big a discontinuity for me to believe ever can exist. We expect our students to understand the most complicated and sophisticated theories in the physical, life, and social sciences, and somehow they are not supposed to be able to understand the issues universities face today. Given a clear statement of the problems, and the framework in which they must be solved, students can and must take part in the quest for these solutions.

FAILURE OF THE MINORITY REPORT

I would sum up my view of the Minority Report as follows.

The Minority Report is a document of fear, and, indeed, attempts to enlist the aid of faculty councils, the AASUA, and the Students' Union by calling to their attention the terrible threat student participation poses for these organizations. This report openly says:

"There is no doubt that in the large university, there tends to develop an unfortunate gulf between students and faculty. Student opinion on matters important to the student is not obtained or properly considered. The student's assessment of his educational experience, partial though it may sometimes be, is not taken into account or even solicited. The faculty, immersed in research or entangled in committees, may fail to honour their important teaching duties. The student is left frustrated, with a feeling he cannot influence policies or practices he sees to be wrong or even obtain a reasoned explanation of them."

In science such evidence of the failure of a theory would be far more than is necessary for the scientific community to discard such a theory. Such evidence is more than enough to convince me that the assumptions we have made in the past are false, and we must seek other assumptions to guide us to the policies for the future.

THE CENTRAL ISSUE

Now I come to what I believe to be the central issue which is before us today.

The committee has been taken to task because it did not study this or that aspect of student participation before it released its recommendations. The AASUA refuses to

commit itself until much more research is done on the whole matter. These are attitudes I cannot understand.

Student participation on the governing councils of universities is an established fact at this and other universities, and the debate on that issue is over. Whether students have performed well or not on the committees of the past is not relevant to the debate we are participating in today. The central issue is "Are we prepared to bring out into the open the students' view of the institutions providing for their education, and are we prepared to give students an effective voice in remedying the defects that are acknowledged to exist?"

HOW MUCH REPRESENTATION

Although there is, among the documents submitted, overwhelming opposition to the precise recommendation for the composition of General Faculties Council, there is almost universal support for an increased student representation on General Faculties Council. The question then is "How many?" A reduction of the two-thirds majority for the academic staff to a simple majority of one-half would, I believe, receive the support of the majority of the members of our academic staff, and this would imply a total student membership of 21. However, this would not allow for an undergraduate representative from each faculty or school, and for one graduate representative for each faculty or school having a reasonable amount of graduate work. Coupled with the three statutory student representatives, the situation described above would require 29 student representatives.

1. Basic principles

Although some background material is given in the Majority Report, the debate should, in my opinion, centre around the eleven principles which were recommended in this report. Today, it is my intention to concentrate on two of these which I believe form the basic principles of this report.

The first is Principle 5 which says: "The importance of the academic staff to this University should be recognized by ensuring that no other constituent group has a membership on General Faculties Council larger than that assigned to the academic staff."

This principle should not cause debate because it is more general than the principle explicitly stated in The Universities Act and, by itself, does not necessarily imply any change in the present composition of General Faculties Council.

For this reason, the debate must centre on Principle 6 which says: "No constituent group should be large enough to carry a vote on General Faculties Council without the support of a substantial number of members of other constituent groups."

(What the committee considers to be a "substantial" number is explained in the report.)

This Principle 6 negates the earlier principle that the academic staff should have a two-thirds majority on General Faculties Council, and that the academic staff can if it so desires impose any policy on this University against the wishes of any combination of the constituent groups.

The Committee did not invent Principle 6. Indeed, General Faculties Council has itself adopted this principle when dealing with matters of particular concern to a department or faculty. Our philosophy has been that no department or faculty is an island by itself, and departmental or faculty policies are the concern of the University as a whole. In such matters, the committee structure always assigns a minority position to the members coming from the department or faculty. This principle has worked well and, in my opinion, should now be adopted with respect to the composition of General Faculties Council.

2. Size of student representation

In the matter of making a recommendation on the composition of an expanded General Faculties Council the committee did not attempt to play with numbers, but went directly to the implications of the maximum student representation, namely 49, permitted by the principles enunciated in its report. Such a student representation does produce a reasonable distribution of student representation on General Faculties Council. From a combined point of view, it does give the smaller faculties a slightly increased voice when measured against the large faculties of Arts, Education and Science.

It is strange therefore to read of conclusions made by those who read the Majority Report that are not contained either explicitly or implicitly in that report. Although it is true the report recommends that there be an equal number of students and academic staff on General Faculties Council, the report did not, as is claimed, imply, or attempt to justify its recommendation by an ideological equality between staff and students. Equality among members of a group implies that the members have no characteristics by means of which we can individually identify the members of the group. The whole concept of constituent groups obviously contradicts the concept of equality, and the roles that students, staff, and administrators play in our University obviously provide the identification which allows us to distinguish among them.

Even within the academic staff the concept of ideological equality is not recognized. We do not have one election among the academic staff for membership on General Faculties Council: we first identify faculty members as

belonging to faculties or schools, and then run sixteen different elections.

The concept of ideological equality among members of a group has implications which go far beyond the recommendations of the Majority Report. The National Union of Students, for example, is careful to use the phrase equal numbers, and no concept of ideological equality should be implied.

ACTION REQUIRED

I repeat that the central issue today is "Are we prepared to bring out into the open the students' views of the institutions providing for their education, and are we prepared to give students an effective voice in remedying the defects that are acknowledged to exist?"

If we say we are, then we must make it happen. When society decided that working people must have an effective voice in determining the conditions affecting their working lives, we made it happen. New legislation was passed, new organizations were created, and new policies were adopted which translated an idea into a reality. This is what this and other universities must do to make us ready to accept the challenge of the future.

The recommendations of the Majority Report will not, by themselves, accomplish such a goal. Much will remain to be done, but it will be a first step towards such a goal. However, the attention of the whole university community will be focused on our needs, and hopefully the new ideas so badly needed will be forthcoming.

The universities in the United States do not do this and are being ruled by fear. Academics fear students, and both fear administrators. Society is fearful of what is happening in universities, and from legislation now being passed, universities in turn have good reason to fear society. This must not happen in Canada. We must view ourselves in the first instance as a university community, and we must believe that there is a common objective towards which we can all work together. We must have a spirit of mutual trust so that each of us can do the work assigned to us by the community. Whether one calls it democracy or by any other name, it is a fact that people want to have a role in the decision-making processes that govern their lives.

My support for the recommendation of the committee does not stem from fear; it is not permissive; it is a challenge to students. It is a challenge to stop complaining and protesting, and to start initiating and innovating. Such a challenge demands that they be given a forum to debate their ideas, and an effective voice which will make it obvious that an attempt for improvement is worth the time and effort such improvements always take to be adopted.

Throughout history radical groups have

Submissions to the Council

Twenty-two faculties, schools, and individuals expressed their opinions to the Council in written documents which were circulated prior to the meeting. The point of view of each is illustrated in the table below.

<i>Author</i>	<i>Favors majority report</i>	<i>Favors minority report</i>	<i>Favors Increased representation but not parity</i>
Faculty of Arts		X	X
Faculty of Science			X
Faculty of Engineering		X	
Faculty of Medicine		X	
Faculty of Agriculture			X
Faculty of Education			X
School of Household Economics		X	X
School of Nursing			X
Faculty of Pharmacy			X
School of Rehabilitation Medicine			X
Association of the Academic Staff			X
Graduate Students' Association	X		
Students' Union	X		
F. WEICHMAN		X	
G. FRANK		X	
W. ROZEBOOM		X	
R. HENDERSON			X
Z. MELKVI	X		
H. COLLIER		X	
M. HAWKINS			X
R. GRUHN		X	
J. S. ROGERS		X	

always claimed that those who have power will not willingly share that power with other people. It is my hope that the academic staff of this University will prove today that this need not be so, and will prove it with the cheerfulness of wisdom. Today, for the first time, a full debate on the question of student participation is being held on our campus, and the pros and cons will be carefully examined. Although I am aware of the opposition voiced in some faculty councils, you must not consider yourselves as coming to General Faculties Council today with a mandate to vote in a particular way. When the debate is over, you must vote as you see fit.

To make my own position explicit, I speak today only as a member of General Faculties Council, and will of course as president and chairman accept the decision it will make.

Discussion

Following the remarks of MAX WYMAN and the putting of the motion, HENRY KREISEL, Vice President (Academic), seconded the motion. He expressed his faith in the ability of students to contribute effectively to the

working of the University, and added that his experience with student representatives on Universities bodies had been good.

The first to speak from the Council was H. E. GUNNING, Chairman of the Department of Chemistry. Dr. Gunning spoke to the effect that his feeling was that students would add a necessary connection with the outside community which the academic staff themselves often lack. H. A. K. CHARLESWORTH, Professor of Geology, then spoke, emphasizing that the methods and function of the universities must change rapidly, and that the academic staff are not capable of this because "they are often too concerned with managing the unmanageable." Parity was attractive, he admitted, but felt that neither staff nor students were ready for it. "Academic staff are not willing to lose power, and students are not ready to use it." He recommended an increase in student participation which would lead to parity in the course of a few years.

D. M. ROSS, Dean of Science, expressed the opinion of his faculty. The present representation of students on the Council is trivial, he said, but the Majority Report does not express the best interests of the University.

"The authors are making concessions to a campaign which is not well-founded," he added.

L. C. GREEN, University Professor, stated that his basic sympathies were with the Minority Report. Dr. Green is remembered for his opposition to the idea of any student representation when the subject was first broached. "The University need not be politicized," he stated, "yet if these analogies are to be made, I add that there are no states which give voting privileges to tourists."

R. J. D'ALQUEN, Assistant Professor of Germanic Languages, stated strong objections to student parity. "The majority is happy to get on the progressive bandwagon," he accused. He expressed the belief that the University is heading for disaster if it remains sympathetic to the new, non-rational trends he sees extant, as evidenced at Woodstock.

FATHER MCMAHON, Rector of Collège Universitaire Saint-Jean, endorsed the recommendations of the Majority Report. "The University must be more responsive to the needs of society; we cannot remain elitist, the world will catch up with us," he stated.

Speakers from the gallery, CHRISTIAN BAY, and several students and graduate students expressed favor with the Majority Report. A turning point in the discussion was evidenced when D. B. SCOTT, Chairman of Computing Science, said that he had come to the meeting with the intent of voting against parity, but had reversed his decision. After more discussion, the decision was made to take a vote. At 5:30 p.m. the General Faculties Council approved representation of 49 students on the Council.

Before this decision can be implemented there must be a change in The Universities Act to allow for the new numbers. This must be approved by the Legislature of the province.

The Stone Owl



CENTRAL CINNAMON BUILDING

Life in a new building is usually interesting, and in the Central Academic Building is turning out to be particularly so. The building's location has provided it with instant familiarity to students and staff. Most denizens of the campus can count a handful of buildings here, some of them several years old, that they have never ventured near, but few people have not already been inside the Central Academic Building.

The building has its faults, perhaps. The heating system appears to defy human control, and there is an almost total absence of privacy from the noises of even quiet neighbours. But the building's floor space is organized to provide a great deal of flexibility on the office and classroom floors, and a feeling of informality and openness in the public areas.

The galleria, the great open space cut out of the centre of the lower four floors, and extending in two smaller light wells all the way to the roof, is the building's most interesting feature. Its dramatic effect is all the more surprising in a building of such spartan exterior and straightforward finish. The Central Academic Building is probably the least lavish of the recent buildings here, and its touches of luxury, such as the carpeting and stylish furniture in the student lounge on the main floor, are all strictly related to utility.

The galleria, lounge space, and concourse on the main floor provide a full-scale demonstration of what this campus may be like in a few years: a system of interconnected buildings, linked to provide pedestrian routes that are protected from the Prairie weather, and that are interesting and pleasant as well. The apostles of this idea are A. J. DIAMOND, BARTON MYERS, and RICHARD WILKIN (of Toronto and Edmonton), the University's planning consultants. The principal architect for the Central Academic Building was H. J. RICHARDS (of Edmonton), who also designed the Students' Union Building.

Peering over the galleria's tiered balcony corridors has become something of a between-classes entertainment in the new building: the students never require too much excuse to line up and inspect one another, and here it can be done on four levels and in panavision.

The galleria will likely be surpassed as the Central Academic Building's most popular feature in about a fortnight, however. The

cafeteria, heir to the site of the old Hot Caf, is also heir to one of the most notable items of provender at the former Tuck Shop.

The rather romanticized longing which many people express for the Tuck Shop is due largely to its cinnamon buns.

"They are not really cinnamon rolls, but a bun made from a Scandinavian soft dough, with a lot of egg, dipped in shortening, rolled in cinnamon and sugar, tied in a knot, and baked," said MRS. JOYCE KERR, who will be Manager of the new cafeteria, adding, "it's really very simple."

Mrs. Kerr was Manager of the Tuck Shop lunch counter during its last year of operation, after the building was bought by the University. She has been at the University for 22 years, first in the Cafeteria in the old Education Building (now E. A. Corbett Hall), later Athabasca Hall and the test kitchens in Lister Hall and the Students' Union Building.

For those who cannot wait for the Central Academic Building cafeteria to open, she has provided the following recipe.

Tuck Shop Cinnamon Buns

Soften 2 packages instant yeast
in ½ cup warm water
add 1 tablespoon sugar

In a mixing bowl place 2 cups boiling water
add 2 tablespoons margarine
1 teaspoon salt
2 tablespoons sugar

Let the margarine melt, then add
2 eggs

Let this mixture cool a bit, then add the
softened yeast and
4½ cups all purpose flour

Beat this mixture hard for 5 to 8 minutes to
form a smooth dough. Cover and let stand
in a warm place to rise, until the
dough is about double in bulk, about 1 hour.

To make the buns—In a flat bowl, melt
1 cup margarine
Set aside to cool

In another flat bowl, mix
1 cup white sugar
2 teaspoons cinnamon

Turn the raised dough onto a lightly floured
table. Cut into pieces about the size of
an orange. Dip each piece first into the
melted margarine, then coat it well with the
cinnamon and sugar mixture.

Stretch the dough piece, and form into a simple
knot. Place knots side by side in a baking
pan with sides about 2 inches deep. Allow
a 2½-inch square for each bun. Let the
finished buns rise for 45 minutes.

Bake at 375 to 400-degrees for 30 to 40
minutes. This recipe will make 18 good-sized
buns.

N.B.—The dough will be very sticky, but
do not add more flour, as this will spoil
the texture of the buns.

—F.W.S.

FOLIO

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Dr. Baldwin
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APPOINTMENTS

R. G. BALDWIN, Chairman of the Department of English, has been appointed Associate Dean (Planning and Development) of the Faculty of Arts. He will be responsible for the calculation of the space and staffing needs for the faculty in the light of present academic programs, and for academic development plans. Dr. Baldwin's appointment is effective July 1, 1971.

Dr. Baldwin was born in Vancouver, British Columbia, in 1927, and obtained a Bachelor of Arts degree in 1948 from the University of British Columbia. He obtained his Master's degree from the University of Toronto in 1949. After working several years at The University of Alberta as Lecturer and Assistant Professor of English, Dr. Baldwin returned to the University of Toronto to finish his doctorate in 1957. He was appointed Professor of English in 1963 and became Chairman of the Department in 1967.

Dr. Baldwin has served on the University Planning Committee, Academic Development Committee, and General Faculties Council, and has worked with the provincial government on the Academic Goals and Needs Committee. He was vice-president of the Association of Canadian University Teachers of English, and will become its president next term.

GERWIN MARAHRENS, Associate Professor of German, has been appointed Chairman of the Department of Germanic Languages. Dr. Marahrens has been acting Chairman since the resignation of E. REINHOLD in June, 1970. The new appointment was effective January 1, 1971.

Dr. Marahrens was born December 12, 1929 in Breslau, Germany. He studied at the Universities of Mainz and Freiburg, where he received his doctorate in 1958. In 1962 Dr. Marahrens was appointed Assistant Professor at The University of Alberta, and in 1966 Associate Professor. Dr. Reinhold will remain as Professor of Germanic Languages.

GENERAL FACULTIES COUNCIL

The following matters were before General Faculties Council at its meeting on January 25, 1971. The minutes are provided by JOHN NICOL, Secretary to the Council.

E. E. DANIEL made a challenge of Recreation Administration courses 363 and 365, that General Faculties Council establish as soon as possible a committee to determine (a) the criteria for inclusion of training programs at a university and in our

university in particular, (b) the criteria for establishing that given courses are essential to that program and should be presented at a university level, (c) whether present programs can or should be re-evaluated in light of these criteria. In considering these questions the committee should give consideration to such factors as (1) the level of training required to teach the programs and associated courses, (2) the level of training required to learn the material associated with these courses, (3) whether "professional status" should have any bearing on the above criteria, including whether a definition of professional status is possible, (4) whether social relevance of the programs and their courses should have any bearing on the above criteria, (5) whether relative costs of teaching programs or courses at various post-secondary institutions should have a bearing.

The following motion, proposed by Dr. Daniel, was defeated by a vote of 32 to 28:

■ *MOVED that in the interval between now and the establishment of the criteria mentioned in Motion 1 above, no new courses should be accepted which cannot be shown to require an instructional level obtainable only at a university or course content requiring university level training and prerequisites.*

A motion to approve Recreation Administration courses 363 and 365 was passed by a vote of 36 to 25.

A challenge was made by E. E. Daniel concerning the role of the Executive Committee of the Council. The following motion, proposed by Dr. Daniel, was defeated by a vote of 54 to 6:

■ *MOVED that General Faculties Council establish a committee to consider the practices of the Executive Committee in dealing with reports of committees of the Council; and to determine whether these practices consist of appropriate attempts to see "that reports of committees are submitted in a form appropriate for General Faculties Council debate," and are otherwise within the terms of reference of the Executive Committee. In particular, the committee should determine whether the Executive Committee has been playing a policy-making role by influencing the content of the reports rather than determining that they are in appropriate form; and the committee should recommend to General Faculties Council whether changes should be made in the terms of reference of the Executive Committee.*

The combined BA/LLB program which was designed to shorten by one year the time taken by excellent students to obtain a BA and an LLB when the provincial statute regulating the practice of law in this province required a lawyer educated in

Alberta to have a bachelor's degree in addition to the LLB degree. The provincial statute has been amended enabling the Faculty of Law to admit students with a minimum of two years in an Arts degree program. This change has eliminated the need for the continuation of the combined program. General Faculties Council approved the abolition of the combined BA/LLB program.

VISITORS

■ Three Russian virologists, M. K. VOROSHILOVA, L. L. FADEEVA, and N. V. TIMAKOVA, visited the Provincial Laboratory of Public Health in January. Dr. Voroshilova is Chief of the Department of Poliomyelitis and other Enteroviruses, at the Academy of Medical Sciences in Moscow, and is also Director of the World Health Organization in Regional Reference Centre on Enteroviruses.

■ J. D. HENDERSON, Minister of Health for the Province of Alberta, presented a seminar to second-year students in the Master of Health Services Administration program.

■ WILLIAM F. TRAGER, Assistant Professor of Pharmacy at the University of California, San Francisco Medical Center, presented a seminar to members of the Faculty of Pharmacy and Pharmaceutical Sciences.

■ I. PASSI, of Kurukshetra University in India, gave a colloquium to the Department of Mathematics.

NOTICES

FACULTY-STAFF BONSPIEL

The Annual Faculty-Staff Bonspiel will be held at the Students' Union curling rink during the Spring Break, March 4, 5, and 6. Draws have been tentatively scheduled for Thursday, March 4 to allow for a maximum entry of 32 rinks.

Players eligible for this bonspiel must either be curling in the current faculty league or associated with the University community. If it becomes necessary to restrict the entries, preference will be given to those persons in the faculty league. Entrance forms and further information may be obtained from W. C. QUICK, Bookstore, 432-4215.

EDMONTON GEOLOGICAL SOCIETY

Between now and the end of April, the Society is sponsoring a series of three evening lectures which will be open to members of the general public. They will be of special interest to those who, although interested in geology, have no special knowledge of it. Should attendance be encouraging, a regular program of six to eight lectures, with one or two field trips, will be put on every year.

The three scheduled lectures are entitled

"Hunting dinosaurs in Alberta," "Remote-sensing of the environment," and "Geology of the Edmonton region." All will be given by members of the staff of the Department of Geology at the University. The first lecture will be held on Wednesday, February 17, and the others on March 17 and April 14, all at the Provincial Museum and Archives.

SEMINAR ON RELIGIOUS QUESTIONS

The second seminar in the series will be held on Saturday, February 20 from 10 a.m. to 12:30 p.m. in the Centre Wing lounge area, Rooms CW 410-433, of the Biological Sciences Centre. W. R. THORSON of the Department of Chemistry will introduce the topic "Hope and its sources," which will also be considered at the following meeting on March 27.

PERSONAL NOTICES

Notices must reach the Editor by 9 a.m. the Friday prior to publication. They must be typed, and not exceed 35 words including heading.

Accommodation available

- FOR RENT—From May 15 to August 15, 1971. Furnished 2-year-old, three-bedroom bungalow in Duggan area. 1½ baths, refrigerator, washer, dryer, double garage. \$275 per month, utilities included. P. Laroch, 435-2396, or 432-5532 (office).
- FOR RENT—Lansdowne. Four-bedroom, furnished house with family room and double garage. Available July or August 1971 for one year. \$315 per month. 432-5310, or 434-3749, evenings.
- FOR RENT—Three-bedroom home, Southgate area. Stove, rumpus room, fenced, landscaped. Bus, school within one block. Available March 1. \$200 per month. 434-4136 after 5 p.m.
- IMMEDIATE OCCUPANCY—For one or two persons in private home at 8335 Saskatchewan Drive (west of Jubilee Auditorium). Mrs. Grieve, 433-7225.
- FOR RENT—Large deluxe two-bedroom suite at 12415 Lansdowne Drive. On top floor overlooking Rainbow Valley. Available March 1. Handy to Southgate and University. 435-6401.
- FOR RENT—Large apartment in prestigious area for single male. Lounge with fireplace, study, bedroom, kitchen (usual appliances), bathroom. Available from March 1. \$155 per month, including utilities and local telephone. 434-6009.
- FOR RENT—Three-bedroom home, Petrolia area, fully furnished, landscaped and fenced, with appliances and garage. From August 1971, to August 1972. Rent by agreement. 434-4939.
- FOR SALE—Four-bedroom, two-storey house, 1,550 sq. ft. Patio, double garage, built-in dishwasher, bookcase and breakfast nook. \$129 IPT, 6 ¼ per cent mortgage, \$31,500; \$15,000 cash to handle. (No commissions—agents unwanted.) 434-1778.
- FOR RENT—From mid-July, 1971 to mid-August, 1972. Fully or partly furnished four-bedroom home in Greenfield. Rent negotiable. Would exchange homes with visiting professor from London, England. 432-4086 days, or 434-6848 after 7 p.m.
- FOR RENT—Room, board optional—very reasonable, good accommodation and home privileges. Transportation to and from campus guaranteed. Girl only. 432-4082 days, 484-7629 evenings.
- FOR RENT—Three-bedroom, fully-furnished house, Windsor Park, May 1971 to August 1972, lease

- required. \$275 monthly. 433-4081.
- WANTED—Girl to share two-bedroom furnished suite at 122 Street and 52 Avenue (across from Michener Park). 432-3678, or 435-7926 after 5 p.m.
- FOR SALE—Four-bedroom, two-storey house. Study, basement suitable for letting—kitchen, bathroom, bedroom. Garage. Adjacent McKernan School. Available June. \$24,500; mortgage \$14,000 at 9 per cent. Whittaker, 7735 - 113 Street, 433-7411.
- FOR SALE—Three-bedroom bungalow, 1½ baths, double garage, large lot, mortgage 6¾ per cent. \$34,000. 434-4536.
- FOR SALE—Two-bedroom bungalow, spacious, University area. Large living room, dining room, rumpus room, two bedrooms and three piece bath in basement. Beautifully landscaped. Double garage. 466-1575 after 5 p.m.
- FOR RENT—Large modern home, overlooking Derrick Golf Course. Four bedrooms, den, rumpus room, furnished or unfurnished. Rent \$350-\$400, leased from July 1, 1971 to August 31, 1972. 434-2044.
- FOR SALE—Four-bedroom two-storey home, 2,060 square feet, double garage, beautifully landscaped grounds with ravine view, broadloomed throughout, Youngstown kitchen. Twelve minutes from the University. No agents please. 488-7412 after 6 p.m.

Accommodation wanted

- WANTED TO RENT—By lecturer who desires four-bedroom unfurnished or partly furnished house for March 1, if possible with stove and refrigerator. 432-3539, or 454-8439.
- WANTED TO RENT—As soon as possible. Main or upper floor of house, with fridge and stove, but unfurnished and with parking, close to University. 439-0426.
- WANTED TO RENT—One-bedroom, furnished basement suite, for woman and two small boys, March 1. 433-6796 or 488-0508 after 6 p.m.

Automobiles and accessories

- FOR SALE—1969 VW deluxe beetle. mint condition. Radio, heater, warranty, roof-rack, screen, defogger, brand new studded snow-tires, other extras. \$1,475 or best offer. 466-9704.
- FOR SALE—1967 Fiat 1600 deluxe with extras. 35 miles per gallon. Price \$1,000. 435-5977 evenings.
- FOR SALE—1964 Volvo—122S Model. Recent extensive maintenance; receipts available. Studded tires. Fully winterized. \$900 or nearest offer. 434-4464 after 5 p.m.
- FOR SALE—1969 Renault-16 deluxe, excellent condition, back windshield defroster, reclining seats, 14,500 miles. \$1,900 or best offer. Ray Rahmani 432-3268, 433-4558.

Goods and services

- FOR SALE—Tropical fish—red velvet swords. Reasonable prices. 433-0072 after 5 p.m.
- FOR SALE—Tropical fish, equipment, and supplies. A large variety of fish available at reasonable prices. 699-8057.
- WANTED—Typing of term papers, theses, dissertations, papers for publication etc. Price negotiable. 432-6351 (office) or 424-3353 (home).
- FOR SALE—*Encyclopedia Britannica* with yearbooks to 1968. In good condition; 33 volumes in English oak custom-built bookcase. \$150 or nearest offer. 432-7027.
- FOR SALE—Lady's ski set, including Tyrol lace boots, size 7. skis, aluminum poles. \$40.
- Lady's full-length leather coat, new, brown, small size 13, zip-out lining. \$65. 434-2206 evenings and weekends.
- FOR SALE—Baby carriage which converts to car bed or bassinet. Stormshield, adjustable backrest, parcel

- carrier. Call Sharon at 432-6363 or 429-0995 evenings.
- FOR SALE—Viking black-and-white TV, 6 months old, asking \$175. Carpet sweeper, \$15. Westinghouse hair dryer and other small goods, reasonably priced. 432-7635.
- WANTED—Girl's 20-inch sidewalk bicycle in good condition. 432-8142.
- FOR SALE—Men's Tyrol lace ski boots, size 9½. 432-3836, or 434-9226 evenings.
- FOR SALE—Two school desks, ideal for use as coloring (book) desks, for ages four to eight. \$10 each. 434-1778.
- FOR SALE—Baycrest Zig-Zag sewing-machine. Purchased new in August 1969. Hardly used; excellent condition. Offers. 439-8627 weekdays after 5 p.m.
- WILL TYPE term papers and theses. 50c a page. Phone Vivian Anderson at 482-1922 (Westmount Shoppers' Park area).

- FOR SALE—Ski-rack with lock for trunk, \$15. Also bucket seat covers, \$5. 435-4916.
- WANTED—Driver to share journey to Toronto on February 26. 433-8167.
- WILL GIVE conversational lessons or revise texts in French, German, and Italian. 432-4003 or 433-4323 after 5 p.m.
- EDITOR with experience in anthropology, sociology, and education would like interesting assignments. Judith Johnson. 452-0814.
- DRESSMAKING AND ALTERATIONS—experienced seamstress. Phone 433-2351 between 4:30 and 9 p.m. Monday to Friday, or at any time on weekends.
- FOR SALE—Royal Electric Typewriter. Standard size. \$75. 434-4464 after 5 p.m.
- LOST—Lady's prescription glasses, brown, oval shaped frames in black fabric case on January 14 or 15. Reward. 439-2155 after 5 p.m.
- FOR SALE—Utility trailer, ten foot deck, fourteen inch wheels. 435-8462.
- MUST SELL, SWAP OR TRADE—Snowmobile and trailer. Phone Ken. 435-8462 after 6 p.m.

POSITIONS VACANT

NON-ACADEMIC STAFF

Applicants are sought for the following positions. The Personnel Office (Room 121, Administration Building) will provide further details to interested persons, who are asked not to approach the departments directly.

- Clerk (\$261-\$317)—Extension (Educational Media Division)
- Clerk Typist II (\$302-\$368)—Political Science; Comptroller's Office; Plant Science
- Clerk Steno II (\$317-\$386)—Institutional Research; Student Health Service
- Bookkeeper I (\$288-\$350)—Drama
- Senior Clerk (\$350-\$425)—Purchasing
- Student Record Processing Clerk (\$368-\$447)—Office of the Registrar
- Secretary I (\$425-\$517)—Secondary Education; Dean of Medicine; Audio-Visual Education (Health Science)
- Audio-Visual Education (Health Science)
- Electronics Technician (\$492-\$693)—Technical Services (Electronics)
- Administrative Clerk (\$470-\$571)—Chemistry
- Controlled Environment Technician (Open)—Faculty of Science
- Audio-Visual Technician III (Broadcast Technician) (\$693-\$843)—Radio and Television
- Chemical Technician I (\$470-\$543)—Food Science
- Technologist (Fieldman) (\$629-\$885)—Plant Science
- Analyst (\$976-\$1,186)—Computing Center
- Storeman I (Open)—Technical Services

THIS WEEK AND NEXT

11 to 14 FEBRUARY, THURSDAY TO SUNDAY

Varsity Guest Weekend The University's annual open house. Displays in most departments and faculties. Numerous student social events.

11 FEBRUARY, THURSDAY

Noonhour drama 12 noon. A series of experimental playlets by students. SUB Art Gallery.

Public lecture 8 p.m. EDMUND HEIER, Professor of Slavic Languages, University of Waterloo: "Tolstoy and Evangelical Christianity." Sponsored by the Departments of Comparative Literature and Slavic Languages. Room T-L-12, Henry Marshall Tory Building.

Poetry reading 8 p.m. P. K. PAGE. Sponsored by the Department of English. SUB Art Gallery.

Alberta Geography Society 8 p.m. ROBERT SHEPP, Transport Adviser, Grains Group: "Canadian Grain Transport Problems." Lecture Room, Provincial Museum and Archives.

Studio Theatre 8:30 p.m., and nightly until February 20, excluding Sunday, February 14. MAX SHULMAN's and ROBERT PAUL SMITH's *The Tender Trap*, directed by BERNARD ENGEL, Associate Professor of Drama. Studio Theatre, Corbett Hall.

Student theatre And February 12, 13, 18, 19, and 20. 8:30 p.m. The Jubilaires production of *The Commontree*, an original country-rock musical by KATHY GOVIER and JOHN LENT. SUB Theatre. Tickets, \$2, from SUB and Mike's News Agency.

12 FEBRUARY, FRIDAY

VGW '100' rally 5 p.m. Scrutineering of all team vehicles. 'M' parking lot.

Basketball 8 p.m. Bears v. the University of Lethbridge.

Concert 8:30 p.m. The Symphonic Wind Ensemble of the Department of Music. JOHN ILTIS, conductor. Convocation Hall.

13 FEBRUARY, SATURDAY

VGW '100' rally 8 a.m. Registration, Room 104 SUB; 8:30 a.m. drivers' meeting, Room 104 SUB; 9:30 a.m. first team leaves 'M' parking lot.

Hockey 2 p.m. Bears v. The University of Calgary

Basketball 8 p.m. Bears v. The University of Calgary

14 FEBRUARY, SUNDAY

Student cinema 7 and 9:30 p.m. *Butch Cassidy and the Sundance Kid*: PAUL NEWMAN. SUB Theatre. 50 cents.

National Film Theatre 7:30 p.m. *Le Jour Se Lève* (France 1939): JEAN GABIN. Directed by MARCEL CARNE. Edmonton Art Gallery.

15 FEBRUARY, MONDAY

Edmonton Film Society 7:30 p.m. *The Gold Rush* (1925) directed by CHARLES CHAPLIN. *His Girl Friday* (1940): CARY GRANT, ROSALIND RUSSELL. Directed by HOWARD HAWKS. Classic series. Room TL11, Henry Marshall Tory Building.

16 FEBRUARY, TUESDAY

National and Provincial Parks Association 8 p.m. A movie, and panel discussion: "Snowmobiles and National, Provincial and City Parks." Auditorium, Provincial Museum and Archives.

17 FEBRUARY, WEDNESDAY

Noonhour concert 12 noon. The University String Quartet. SUB Art Gallery.

Geography colloquium 2 p.m. KENNETH HARE, Professor of Geography, University of Toronto: "Climate and the Water Resources of Canada." Room 3-104 Henry Marshall Tory Building.

Citadel Theatre Gala opening night of *Othello* with PAUL KLIGMAN and DIANA LEBLANC. The play will open its regular run on February 18.

19 FEBRUARY, FRIDAY

Library Science colloquium 11 a.m. ANNE BURROWS and CATRIONA DE SCOSSA: "Library Service to the Blind." 224 Education Library.

Noonhour drama 12 noon. A series of experimental playlets by students. SUB Art Gallery.

Hockey 8 p.m. Bears v. the University of Victoria

Concert 8:30 p.m. The St. Cecilia Chamber Orchestra conducted by MICHAEL BOWIE. Convocation Hall, Admission free.

20 FEBRUARY, SATURDAY

Hockey 8 p.m. Bears v. the University of Victoria. Varsity Arena.

Edmonton Symphony 8:30 p.m. and February 21 at 3 p.m. GYORGY SEBOK, pianist. Music by Mozart, Bartok, and Richard Strauss. Jubilee Auditorium.

Choral music 8:30 p.m. The Greystone Singers from the University of Saskatchewan at Saskatoon, conducted by ROBERT SOLEM. Visiting Artists Series. Convocation Hall. Admission free.

21 FEBRUARY, SUNDAY

Student cinema 7 and 9:30 p.m. *The Trip*: PETER FONDA. SUB Theatre. 50 cents.

Violin recital 8:30 p.m. MARY COCKELL, with pianist ERNESTO LEJANO. Convocation Hall. Admission free.

22 FEBRUARY, MONDAY

Edmonton Film Society 8:15 p.m. *China is Near* (Italian, 1967). Directed by MARCO BELLOCCHIO. Main Series. Jubilee Auditorium.

24 FEBRUARY, WEDNESDAY

Noonhour concert 12 noon. The University of Alberta String Quartet. SUB Art Gallery.

26 FEBRUARY, FRIDAY

Fencing And February 27, 2 p.m. WCIAA Championships. West Wing, Physical Education Centre.

Noonhour drama 12 noon. A series of experimental playlets by students. SUB Art Gallery.

EXHIBITIONS

SUB Art Gallery Until February 25. International Exhibition of Graphic Design.

Edmonton Art Gallery Until February 28. "Rodin and his Contemporaries."

Listings must reach the Editor by 9 a.m. the Friday prior to publication. Written notification is preferred. Compiled by NORMA GUTTERIDGE, 432-4991.